

# 6-12<sup>th</sup> Grade Writing & the CCSS

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Prepared and  
presented by:

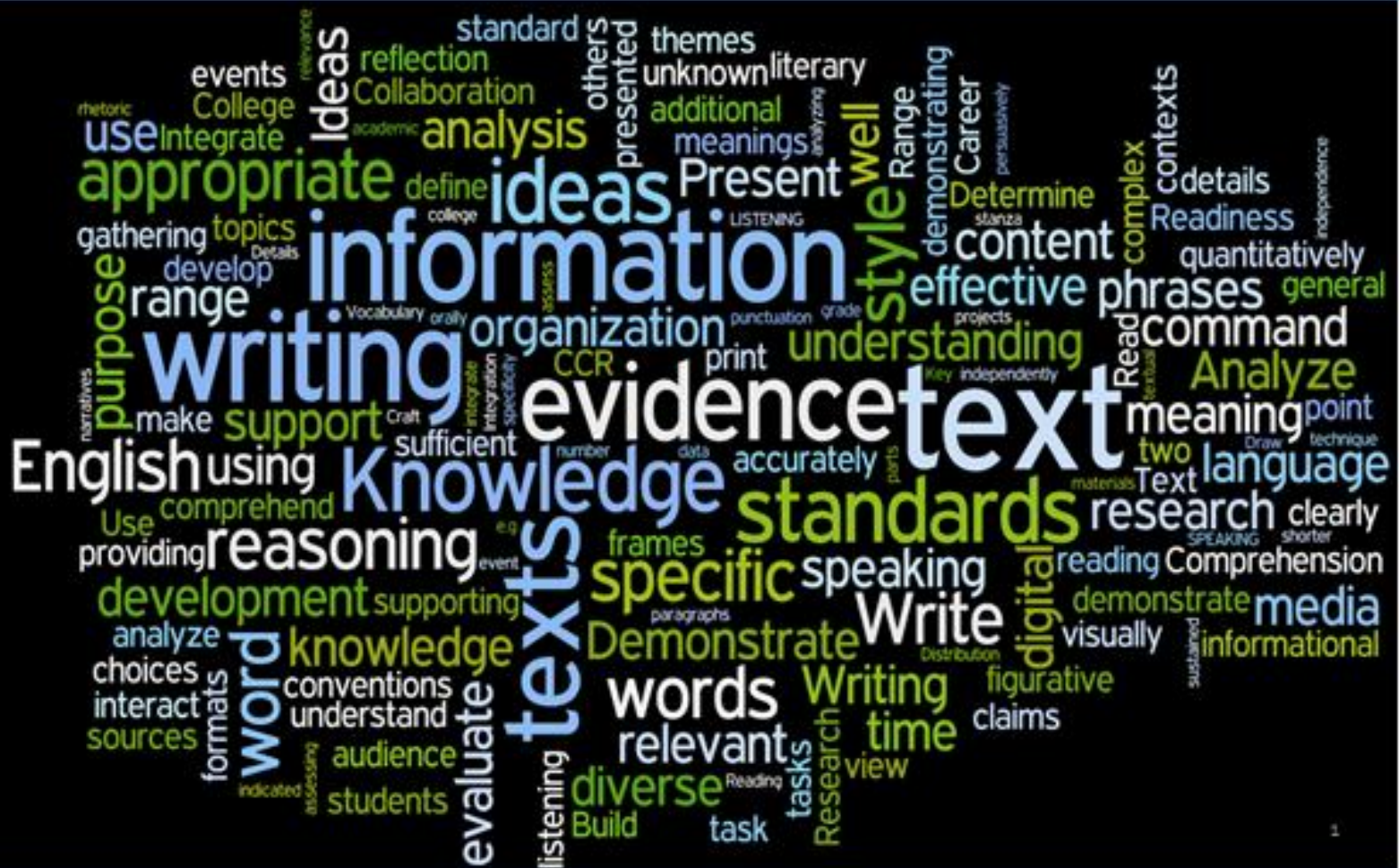
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# Wordle CCSS Activity

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**Activity 1:** Choose three (3) colored words: one large, one medium, and one small. Preferably, the words should represent a skill or strategy. Write a couple of sentences indicating what you are doing in your classroom as it relates to the words chosen. Share out.



# Essential Questions / Objectives

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- What types of teaching and learning strategies for Common Core can I take back immediately to the classroom?
- What makes argument writing its own genre? How can I successfully scaffold my students for argument writing?
- What makes informative/explanatory writing its own genre? How can I successfully scaffold my students for informative/explanatory writing?
- What makes narrative writing its own genre? How can I successfully scaffold my students for narrative writing?

# The Common Core Approach to Literacy

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# 6<sup>th</sup> –12<sup>th</sup> Grade CCSS Writing Demands

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## **10 College and Career Anchor Standards for Writing**

- **Text Types & Purposes (3)**
- **Production & Distribution of Writing (3)**
- **Research to Build Knowledge (3)**
- **Range of Writing (1)**

# Text Types and Purposes

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## 6th – 8<sup>th</sup> Grade

1. Write arguments to support claims with clear reasons and relevant evidence.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## 9<sup>th</sup> – 12<sup>th</sup> Grade

1. Write arguments to support claims **in an analysis of substantive topics or texts, using valid reasoning** and relevant **and sufficient** evidence.
2. Write informative/explanatory texts to examine and convey **complex** ideas, concepts, and information **clearly and accurately** through the **effective** selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, **well-chosen** details, and well-structured event sequences.

# Production & Distribution of Writing

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting.



# Research to Build and Present Knowledge

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7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when necessary.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Range of Writing

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10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Connections Across CCSS

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## **10 College and Career Anchor Standards for Reading Literature and Reading Informational Texts**

- Key Ideas and Details (3)
- Craft and Structure (3)
- Integration of Knowledge and Ideas (3)
- Range of Reading and Level of Text Complexity (1)

# Connections Across CCSS

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## 6 College and Career Anchor Standards for **Speaking and Listening**

- Comprehension and Collaboration (3)
- Presentation of Knowledge and Ideas (3)

# Connections Across CCSS

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## **6 College and Career Anchor Standards for Language**

- Conventions of Standard English (3)
- Knowledge of Language (1)
- Vocabulary Acquisition and Use (2)

# Instructional Implications of CCSS

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Focus on 3 key shifts in ELA:

1. Building knowledge through content-rich nonfiction.
2. Reading and writing grounded in evidence from text, both literary and informational.
3. Regular practice with complex texts and its syntax and vocabulary.

([achievethecore.org](http://achievethecore.org))

# Instructional Implications of CCSS

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## **Addressing the Key Shifts Through:**

- Citing evidence and analyzing content,
- Understanding and applying grammar,
- Writing routinely in response to complex text
- Analytic writing that increases through the grades
- Research projects
- Understanding and applying vocabulary
- Writing under a range of conditions and within set parameters
- Use of technology to produce, edit, and distribute writing
- Writing expectations

(PARCC, 2011)

# Instructional Implications of CCSS

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## **For students writing is a key means of:**

- asserting and defending claims,
- showing what they know about a subject,
- and conveying what they have experienced, imagined, thought and felt.

(PARCC, 2011)



# Instructional Implications of CCSS

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**To be college-and-career ready writers, students must:**

- take task, purpose, and audience into careful consideration, and
- choose words, information, structures, and formats deliberately.

(PARCC, 2011)

# Instructional Implications of CCSS

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## Writers are Able to:

- Combine elements of different kinds of writing (e.g., to use narrative strategies within argument and explanation within narrative) to produce complex and nuanced writing.
- Be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

(PARCC, 2011)

# Instructional Implications of CCSS

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- Use technology strategically when creating, refining, and collaborating on writing.
- Have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

(PARCC, 2011)

# Writing Structure

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## **Three types of Writing Expectations; 6<sup>th</sup> -12<sup>th</sup> Grade:**

1. Argument
2. Informative/Explanatory
3. Narrative

# **6<sup>th</sup> Grade: Argument Writing Sample**

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- **What is good?**
- **How is it meeting the standards?**
- **What instruction is necessary to have 6<sup>th</sup> grade students writing at this level?**

## Student Sample: Grade 6, Argument

This argument was written as homework after a class in which grade 6 students viewed a movie titled *Benchwarmers* and discussed how movie writers and producers promote smoking. The letter is addressed to the producer of a film in which smoking appears.

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Dear Mr. Sandler,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, *Benchwarmers*, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? Did you think that would make him look older? It did neither of those things. As a matter of fact, I think it made him look stupid and not very cool. Especially when he put out a cigarette on his tongue. If I were producing a movie, I would want my characters to be strong, healthy and smart. I would not have any smokers in my movies for many reasons. The first reason is it sets a bad example for children. An estimated 450,000 Americans die each year from tobacco related disease. In fact, tobacco use causes many different types of cancers such as lung, throat, mouth, and tongue. Another reason not to promote smoking is it ages and wrinkles your skin. Who wants to look 75 if you are only 60? It turns your teeth yellow and may lead to gum disease and tooth decay. Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes. I can think of better things to spend money on.

So Mr. Sandler, I urge you to take smoking out of all future movies you produce. Instead of having your characters smoke have them do healthy things. That will set a positive influence for children instead of poisoning their minds. Thanks for reading my letter. I hope you agree with my opinion.

Sincerely, \_\_\_\_\_

P.S. I love your Chanukah song.

# **8<sup>th</sup> Grade: Narrative Writing Sample**

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- **What is good?**
- **How is it meeting the standards?**
- **What instruction is necessary to have students writing at this level?**

## Student Sample: Grade 8, Narrative

This narrative was written to fulfill an assignment in which students were asked to introduce a special person to readers who did not know the person. The students were advised to reveal the personal quality of their relationship with the person presented. The student who wrote this piece borrowed ideas from a fictional piece she had read.

### *Miss Sadie*

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking in her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days when I would sit on that shabby old porch and listen to her stories. "Melissa! She would holler. 'What 'chu doin' here? Come see me and my poor self, have ya?'"

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn't too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her



# **9<sup>th</sup> Grade Argument Writing Sample**

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- **What is good?**
- **How is it meeting the standards?**
- **What instruction is necessary to have 9<sup>th</sup> grade students writing at this level?**

## Student Sample: Grade 9, Argument

This argument was written in response to a classroom assignment. The students were asked to compare a book they read on their own to a movie about the same story and to prove which was better. Students had six weeks to read and one and a half weeks to write, both in and out of class.

### The True Meaning of Friendship

John Boyne's story, *The Boy in the Striped Pajamas*, tells the tale of an incredible friendship between two eight-year old boys during the Holocaust. One of the boys is Bruno, the son of an important German commander who is put in charge of Auschwitz Camp, and the other is Shmuel, a Jewish boy inside the camp. Throughout the story their forbidden friendship grows, and the two boys unknowingly break the incredible racial boundaries of the time. They remain best friends until Bruno goes under the fence to help Shmuel find his father when they are both killed in the gas showers of the camp. By comparing and contrasting supporting characters, irony, and the themes in the movie and the book, it is clear that the movie, *The Boy in the Striped Pajamas* (Mark Herman, 2008) is not nearly as good as the novel of the same title.

Characterization is very important to a story and influences how a person interprets the novel or movie, and one important way that the book differs from the movie is how Bruno's mother is characterized. In the movie, she is unrealistically portrayed as an honest woman with good moral values, and is almost as naive as Bruno is about what is going on at Auschwitz. When she discovers what her husband is doing to people at the camp she is deeply disturbed. Mortified by her husband's cruelty, their relationship declines. In contrast, she is a far more sinister character in the book. Though Bruno is too young to understand what his mother is doing, one of the reasons he dislikes Lieutenant Kotler is that, ". . . *he* was always in the living room with Mother and making jokes with her, and Mother laughed at his jokes more than she laughed at Father's" (162). Bruno's mother is very unhappy in her new situation away from Berlin, and her discontent leads her to cheat on her husband. This also leads her to unknowingly hurt her son, for Bruno is upset that she is paying more attention to Lieutenant Kotler than she is to his father, and the damage she causes could be magnified if she continues to disrupt their family. Further examples of her abysmal character and unfaithfulness are revealed when Bruno's mother finds the young lieutenant and says, "Oh Kurt, precious, you're still here . . . *I have a little free time now if—Oh!* she said, noticing Bruno standing there. 'Bruno! What are you doing here?'"(166). Her disloyalty further allows

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the reader to see that her character is far from virtuous, contrary to the opinion of a person who viewed the movie. Throughout the story, it also becomes apparent that Bruno's mother is also an alcoholic, and, "Bruno worried for her health because he'd never known anyone to need quite so many medicinal sherries" (188). Unable to come to terms with her new circumstances and strained relationship with her husband, Bruno's mother tries to drink away her problems, further conveying that she is a weak character. Bruno's extreme innocence about his mother and situation at Auschwitz are magnified by the use of irony in both the movie and the book.

In some ways the book and the movie have similar aspects, and one of these aspects is how irony is used to emphasize Bruno's innocence and to greatly emphasize the tragic mood of the story. In the final climactic scene of the movie—just after Bruno has gone under the fence to help Shmuel find his father—the two boys are led to the gas showers to be killed. Unaware of what is about to happen to them, Bruno tells Shmuel that his father must have ordered this so it must be for a good reason, and that they are going into the air-tight rooms to stay out of the rain and avoid getting sick. This statement is incredibly ironic because, unbeknownst to Bruno, his father has unknowingly commenced his own son's death sentence. In addition to this, the soldiers have no intention of keeping their prisoners healthy. It never occurs to Bruno that anyone would want to destroy another human being or treat them badly, and his innocence makes his premature death all the more tragic. Although the movie may be incredibly ironic in a few specific instances, the book contains a plethora of ironic events that also accentuate Bruno's childishness and naivety. A profound example of this is exhibited when Bruno thinks to himself that, ". . . *he did like stripes* and he felt increasingly fed up that he had to wear trousers and shirts and ties and shoes that were too tight for him when Shmuel and his friends got to wear striped pajamas all day long" (155). Bruno has no clue that the people in the "striped pajamas" are being cruelly treated and murdered, and is jealous of what he thinks is freedom. Bruno once again reveals his innocence when he asks Pavel, the Jewish man from the camp who cleans him up after a fall, "If you're a doctor, then why are you waiting on tables? Why aren't you working at a hospital somewhere?" (83). It is a mystery to Bruno that a doctor would be reduced to such a state for no transparent reason, and his beliefs should be what all adults think. Though

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what he says is naive, it points out the barbarity of the German attitude toward the Jews. If an uneducated child could be puzzled by this, then how could learned adults allow such a thing? Through Bruno's comment, John Boyne conveys the corruptness of the German leaders during the Holocaust, an idea that the movie does not relay to the watcher nearly as well. The book impels the reader to think deeper about the horrors of the Holocaust, and all this ties into the true theme of the story.

The Boy in the Striped Pajamas and its movie counterpart both have different themes, but it is the book's theme that accurately states the author's message. The movie ends with a race against time as Bruno's family searches for him in the camp, trying to find him before he is killed. They are too late, and Bruno and Shmuel die together like so many other anonymous children during the Holocaust. The theme of the movie is how so many children died at the ruthless hands of their captors; but the book's theme has a deeper meaning. As Bruno and Shmuel die together in the chamber, "*. . . the room went very dark, and* in the chaos that followed, Bruno found that he was still holding Shmuel's hand in his own and nothing in the world would have persuaded him to let it go" (242). Bruno loves Shmuel, and he is willing to stay with him no matter what the consequences, even if it means dying with him in the camp that his father controls. They have conquered all boundaries, and this makes the two boys more than just two more individuals who died in Auschwitz. The Boy in the Striped Pajamas is not the story of two children who died in a concentration camp; this story is about an incredible friendship that triumphed over racism and lasted until the very end. It is the story of what should have been between Jews and Germans, a friendship between two groups of people in one nation who used their strengths to help each other.

Based on the analysis of supporting characters, irony, and themes of John Boyne's The Boy in the Striped Pajamas and the movie, it can be concluded that the book is far superior to the movie. Though Bruno's mother is a dishonest woman in the book, her bad character is more realistic for the time when compared to the mother in the movie who is horrified by Auschwitz. John Boyne uses many examples of irony in the book to emphasize Bruno's innocence and to magnify the tragedy of his death. Unlike the movie the irony in the book leads the reader to ponder on the barbarity of the German leaders during the Holocaust. The book's theme of long lasting friendship gives purpose to the story, while the movie's theme of the cruelty of concentration camps does not lead the viewer to delve deeper into the story. It is necessary for the person to read this book in order to understand the true message of friendship and cooperation in the story, a message that a person who had only seen the movie could not even begin to grasp.

# **10<sup>th</sup> Grade: Informative/Explanatory Writing Sample**

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- **What is good?**
- **How is it meeting the standards?**
- **What instruction is necessary to have 10<sup>th</sup> grade students writing at this level?**

## Student Sample: Grade 10, Informative/Explanatory

This essay was produced for an on-demand assessment. Students were told to write about a character in a work of literature whose pride or selfishness creates problems. The abbreviated time frame of the assessment situation (and the consequent lack of opportunity to revise) explains the absence of information and quotations from researched sources and perhaps the occasional spelling errors as well.

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### Animal Farm

In the novel, *Animal Farm*, by George Orwell, there is one very particular character whose pride and selfishness creates problems. This character had just merely good ideas in the beginning. However, as time went on, his true self-interest began to shine through. This character started a free republic of animals and turned it into a plantation that used animals as slaves. He never did have enough and always wanted more, regardless of the price that others had to pay. This character whose pride and selfishness creates problems, is none other than the great leader of *Animal Farm* himself, comrade Napoleon [Napoleon], the pig.

Comrade Napoleon is a powerful authority on *Animal Farm*. In fact he is the leader of *Animal Farm* and a high strung leader at that. After Old Major died, Napoleon lived upon Old Major's ideas. Napoleon lead all the animals to rebellion so that Manor Farm ceased to exist, and *Animal Farm* was born. In the first year, he even worked the fields and helped bring in their biggest harvest ever. Little did the animals know, but he would soon change. Eventually the animals started receiving less food because Napoleon needed more food to power his "large" brain. Later, he goes and runs off his successor, Snowball, so he can have the whole farm to himself. Then he stopped working the fields. He started taking young animals and selling them or using them for his own use. He stopped sleeping in the hay and slept in the farm house instead. Finally, he took away half the grain fields so he could plant barely to make himself beer. This Napoleon was a power hungry, selfish individual for sure.

Being power hungry, always causes problems, and boy did Napoleon cause problems. The animals had received so little food that many were starving, you could see their bones, and some even died of starvation. Napoleons's lack of work meant the animals had to work harder, and it wasn't easy on an empty stomach. Many animals would break their legs or hoofs but would continue to work. The lack of

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new workers due to Napoleon's selling them off, meant that nobody could retire, and one old animal even died in the fields. Snowball was a great teacher for the animals, and now that he was gone, they lacked education. Then with finally only half of the fields being productive for food, the animals starved even more and worked harder to make beer that they never saw. Not to mention that they had to sleep on a dirt floor while the lazy Napoleon slept in his nice comfortable bed. His selfishness had definitely created problems.

Napoleon's experience had changed the farm drastically. He thought things were getting better while the animals knew they were only getting worse. After the rebellion, many humans disliked Animal Farm and the animals disliked humans. Napoleon's selfish ways were much like those of a farmer. So eventually as Napoleon became more "human," the town's people began to like him. Napoleon could care less about his animals, just so long as he was on good terms with the humans. By the novel's end, Napoleon is great friends with every human in town. However, his animal slaves are no longer happy as they once were. They still hate humans which means now, they hate Napoleon. So due to Napoleon's pride, the story has changed its ways from start to finish. He has turned friends into foe and foe into friends, but at great cost.

In the novel, Animal Farm, by George Orwell, Comrade Napoleon is a character whose pride and selfishness creates problems. The starving animals have suffered greatly because of their leader's pride. On the other hand, Napoleon has gained great success through his selfishness. Unfortunately, that's just the way it is. You can't have pride without problems. Even if they are little problems, it's still due to pride. Now, if Napoleon had pride in his farm rather than in himself, well then maybe the humans would've hated him, but he'd still have his true friends of four legs. However, he chose to follow a different path and he burned those bridges along the way. So for now, Comrade Napoleon's pride and selfishness has created problems for the animals, but someday, it will create problems for himself.

# **12<sup>th</sup> Grade: Argument Writing Sample**

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- **What is good?**
- **How is it meeting the standards?**
- **What instruction is necessary to have 12<sup>th</sup> grade students writing at this level?**



## Student Sample: Grade 12, Argument

This essay on dress codes was written for a university/college placement assessment. Two different perspectives on an issue (whether or not dress codes should be adopted in school) were provided in the prompt, and students were advised to either support one of the two points of view given or present a different point of view on the issue. The students were allowed thirty minutes to write.

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful. Dress codes would not only create a better learning environment, but would also help prepare students for their futures.

Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate. Short skirts, skimpy tops, and low pants are fine for after school, but not for the classroom. T-shirts with risky images or profanity may be offensive to certain groups. Students should express themselves through art or creative writing, not clothing. With fewer distractions, students can concentrate on getting a good education which can help them later on.

Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church. Likewise, when you dress for work you do not wear the same clothes you wear at the beach. Many professions even require uniforms. Having a dress code in high school will help students adjust to the real world. Lastly, with all the peer pressure in school, many students worry about fitting in. If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.

In conclusion, there are many important reasons our schools should adopt dress codes. Getting an education is hard enough without being distracted by inappropriate t-shirts or tight pants. Learning to dress for particular occasions prepares us for the real world. And teens have enough pressure already without having to worry about what they are wearing.

# Argument Writing Structure

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1. **Introduction** (The reader is introduced to the analyzed phenomenon and the opinion is revealed through a strong thesis statement).
2. **Previous attempts to solve the argument** (Are provided from literature)
3. **The consequences of the problem** (Its negative or positive impact).
4. **Repercussion of the argument in case it is not finally solved** (supported with sources).
5. **Connecting the argument with the provided facts.**
6. **Summary** ( a conclusion including main ideas and the thesis statement).

# Argument Essay Structure (valenciacollege.edu)

## Proposition (Claim)

Ask the questions , Express your viewpoint

Evidence

**Support  
Your claim**

Main Point 1  
Evidence  
(details)

Main Point 2  
Evidence  
(details)

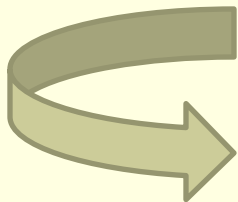
Main Point 3  
Evidence  
(details)

**Refute the  
Counter Claims**

Main Point 1  
Evidence  
(details)

Main Point 2  
Evidence  
(details)

Main Point 3  
Evidence  
(details)



**Conclusion**

1. Affirm your thesis
2. Stress your main ideas
3. Use forceful ideas without being dogmatic

# Informative/Explanatory Writing Structure

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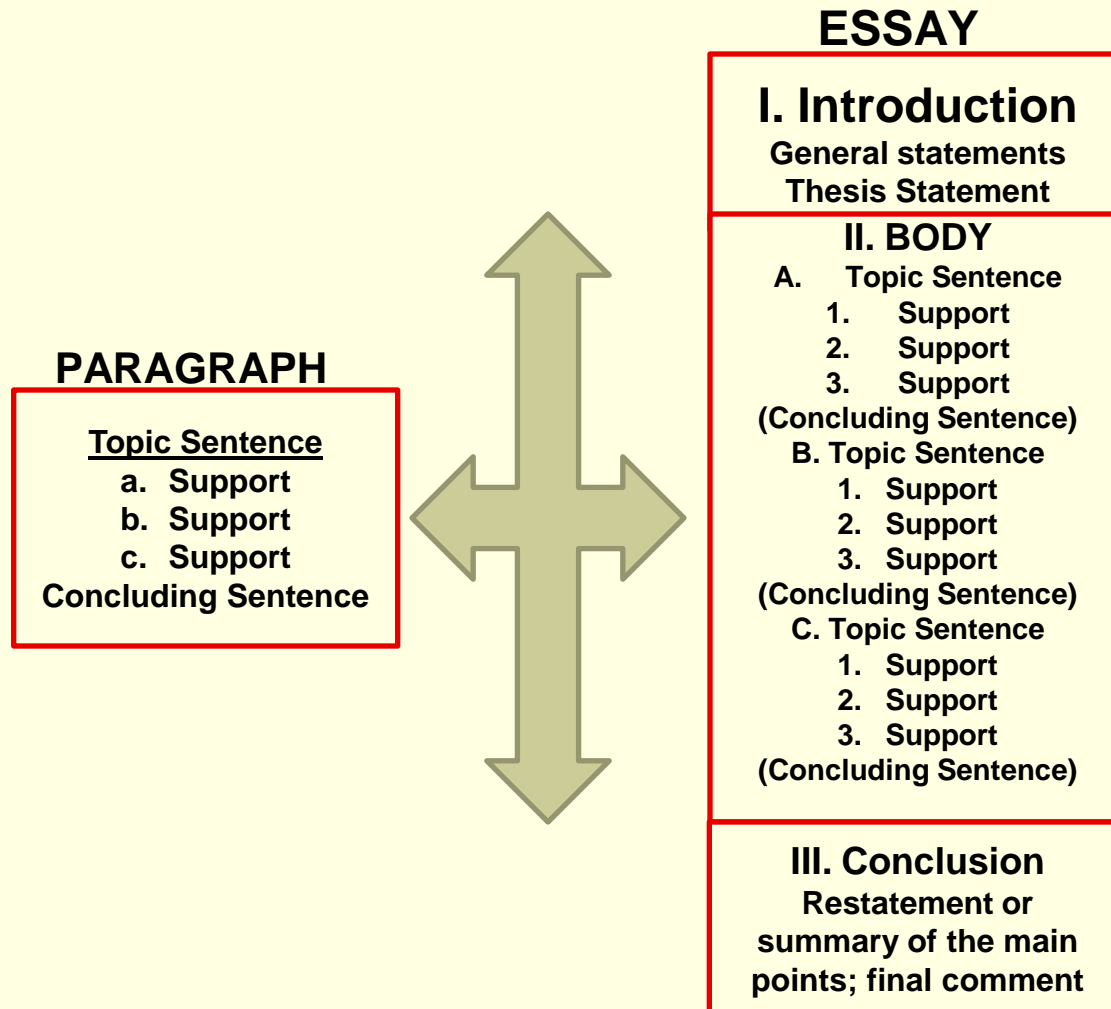
The main purpose of expository text is to inform or describe. Writers who write expository texts research the topic to gain information. The information is organized in a logical and interesting manner using various expository text structures.

# Common Expository Text Structures

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- Description
- Enumerative or Listing
- Sequence
- Comparison and Contrast
- Cause and Effect
- Problem and Solution

# Informative/Explanatory Structure



# Narrative Writing Structure

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## Introduction

The “Hook”

Set the Scene

Thesis Statement



## Body Paragraph

“Show, Don’t Tell”

Supporting Evidence

Passage of Time



## Conclusion

The Moral of the Story

# Narrative Writing Structure

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## Introduction

**The “Hook”** – A statement about the story that catches the reader’s attention:

- a relevant question, question, fact, or definition

**Set the Scene** – Provide the information the reader will need to understand the story:

- Who are the major characters?, When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction?

**Thesis Statement** – The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story:

- *“It was sunny and warm out when I started down the path”*; offer a moral or lesson learned: *“I’ll never hike alone again”* ; or identify a theme that connects the story to a universal experience: *“Journeys bring both joy and hardship.”* (CLRC Writing Center)

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# Narrative Text Structure

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## **Body Paragraph**

### **“Show, Don’t Tell”**

Details and descriptions that help the reader understand what the writer experienced. Think about using all five sense – not just the sense of sight- to add details about what you heard, saw, and felt during the event. For example, “*My heart jumped* as the dark shape of the brown grizzly lurched toward me out of the woods” is better than “*I saw the bear when I was hiking*”.

### **Supporting Evidence**

In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lessons learned, or the significance of the event to you.

(CLRC Writing Center)

# Narrative Text Structure

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## **Body Paragraph**

### **Passage of Time**

Writing about the events of your experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether you chose to write chronologically or not, use transition words to clearly indicate to the reader what happened first , next, and last. Some time transition words are *next, finally, during, after, when, and later.*

### **Transitions**

In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another. For example, the end of one paragraph might be: “*I turned and ran, hoping the bear hadn’t noticed me”*”, and the start of the next might be: “*There are many strategies for surviving an encounter with a bear; ‘turn and run’ is not one of them.*” The repetition of words connects the paragraphs.

(CLRC Writing Center)

# Narrative Text Structure

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## **Conclusion**

### **The Moral of the Story**

The conclusion of a narrative include the closing action of the event, but also should include some reflection or analysis of the significance of the event to the writer. What lesson did you learn? How has what happened to you affected your life now?

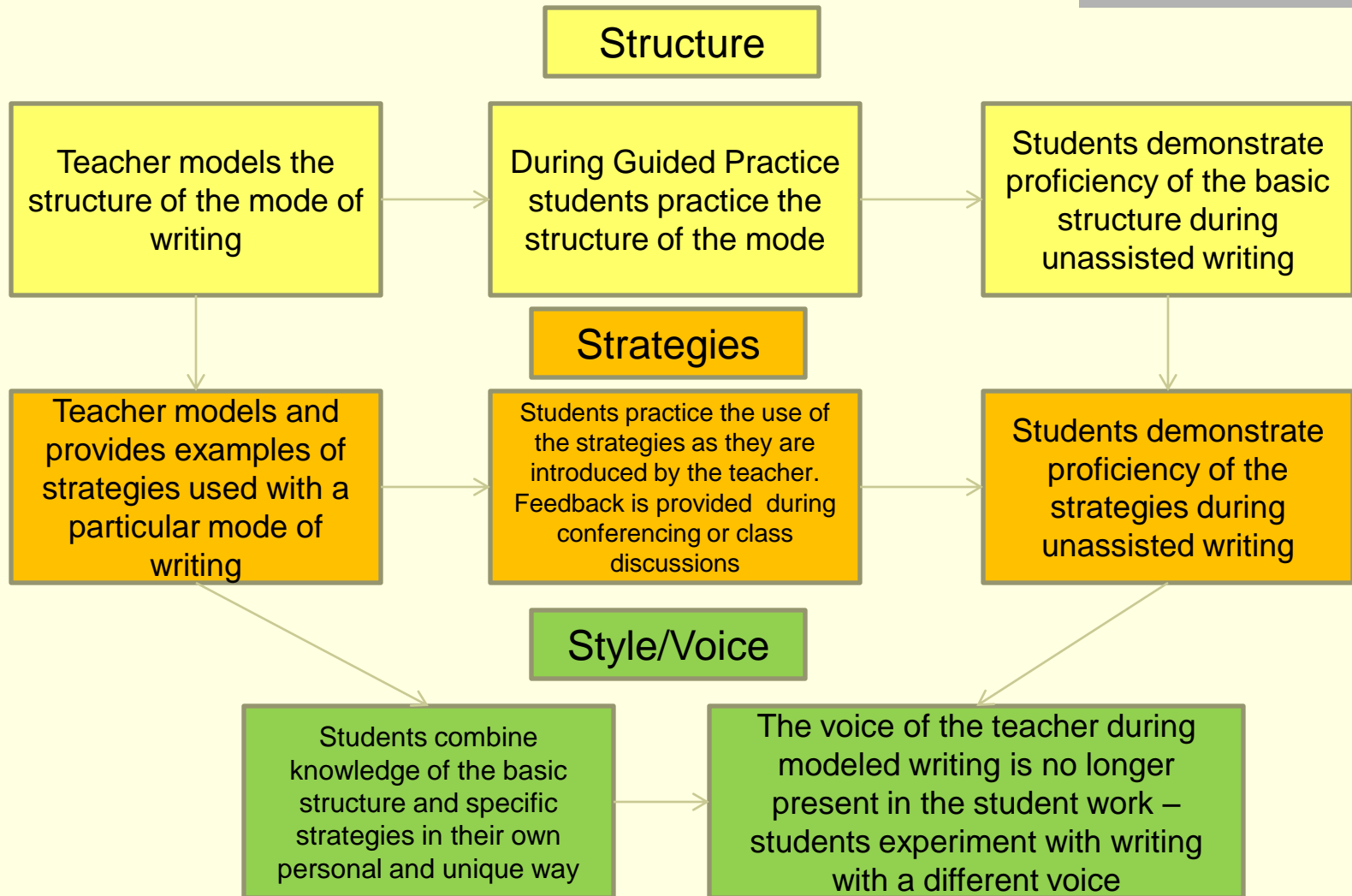
(CLRC Writing Center)

# Writing Instruction Processes/Strategies

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- Writers Workshop
- Mini-Lessons
- Guided Writing
- Journals
- Projects
- Writing Centers
- Vocabulary

# I Do it, We Do it, You Do it, Writing Strategy



# Mini-Lessons

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What are the characteristics of this genre?

- How do you organize and write in this genre?
- What are the procedures for Writing Workshop?
- What are the steps of the writing process? (Prewrite, Rough Draft, Revise, Edit, Publish)
- What are the genres of writing? (Personal Narrative, Fictional Narrative, Persuasive, and Informational, etc.)
- What rubrics will be used to assess writing?
- How do you organize your paper in a logical and meaningful way?
- How do you keep your ideas focused on the topic you have chosen?
- How do you develop characters through actions, motives, and conversation?
- How do you create a speaker's voice and develop reader interest?
- How do you identify and address your audience?
- How do you choose words that will make your writing come alive for the reader?
- How do you edit your paper so that the reader can read it easily?

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# Contact

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# Reading Like a Writer

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**Activity 2:** Read MLK Jr.'s text like a writer. In your group, develop a list of items about language that you could effectively teach to your students

# Bundling the Standards

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## Activity#3:

- Choose a grade
- Read through standards across strands
- List all standards that pertain to the following:
  - a. Citing evidence
  - b. Vocabulary
  - c. Syntax